

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form



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This form is for use in nominating or requesting determinations of eligibility for individual properties or districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "X" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials and areas of significance, enter only categories and subcategories listed in the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Maple Avenue School

other names/site number _____

2. Location

street & number 33 Maple Avenue

☐ not for publication

city or town Newark City

☐ vicinity

state New Jersey

code NJ

county Essex

code 013

zip code 07112

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I certify that this ☒ nomination ☐ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property ☒ meets ☐ does not meet the National Register criteria. I recommend that this property be considered significant ☐ nationally ☐ statewide ☒ locally. ☐ See continuation sheet for additional comments.

Signature of certifying official/Title

Date 12/19/19

Deputy SHPO Assistant Commissioner for Natural & Historic Resources

State or Federal agency and bureau

In my opinion, the property ☐ meets ☐ does not meet the National Register criteria. ☐ See continuation sheet for additional comments.

Signature of certifying official/Title

Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that this property is:

☒ entered in the National Register.
☐ See continuation sheet.

☐ determined eligible for the
National Register.
☐ See continuation sheet.

☐ determined not eligible for the
National Register.

☐ removed from the National
Register.

☐ other, (explain:)

Signature of the Keeper

Date of Action

Lois Delane

2/6/20

5. Classification**Ownership of Property**

(Check as many boxes as apply)

- ☒ private
- ☐ public-local
- ☐ public-State
- ☐ public-Federal

Category of Property

(Check only one box)

- ☒ building(s)
- ☐ district
- ☐ site
- ☐ structure
- ☐ object

Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
<u>1</u>	<u>0</u>	buildings
<u> </u>	<u> </u>	sites
<u> </u>	<u> </u>	structures
<u> </u>	<u> </u>	objects
<u>1</u>	<u>0</u>	Total

Name of related multiple property listing

(Enter "N/A" if property is not part of a multiple property listing.)

N/A**Number of contributing resources previously listed in the National Register**0**6. Function or Use****Historic Functions**

(Enter categories from instructions)

EDUCATION/School**Current Functions**

(Enter categories from instructions)

Vacant**7. Description****Architectural Classification**

(Enter categories from instructions)

Classical revival**Materials**

(Enter categories from instructions)

foundation Concretewalls BrickLimestoneroof Syntheticother Cast Stone**Narrative Description**

(Describe the historic and current condition of the property on one or more continuation sheets.)

8 Statement of Significance**Applicable National Register Criteria**

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- ☐ **A** Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ **B** Property is associated with the lives of persons significant in our past.
- ☒ **C** Property embodies the distinctive characteristics of a type, period or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ **D** Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria considerations

(mark "x" in all the boxes that apply.)

Property is:

- ☐ **A** owned by a religious institution or used for religious purposes.
- ☐ **B** removed from its original location.
- ☐ **C** a birthplace or grave.
- ☐ **D** a cemetery.
- ☐ **E** a reconstructed building, object or structure.
- ☐ **F** a commemorative property.
- ☐ **G** less than 50 years of age or achieved significance within the past 50 years.

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References**Bibliography**

(cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS):

- ☐ preliminary determination of individual listing (36 CFR 67) has been requested
- ☐ previously listed in the National Register
- ☐ previously determined eligible by the National Register
- ☐ designated a National Historic Landmark
- ☐ recorded by Historic American Buildings Survey # _____
- ☐ recorded by Historic American Engineering Record # _____

Areas of Significance

(Enter categories from instructions)

Architecture

Period of Significance

1925-1927

Significant Dates

1925

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

James Betelle (principal architect at Guilbert and Betelle)

Primary location of additional data

- ☐ State Historic Preservation Office
- ☐ Other State agency
- ☐ Federal agency
- ☐ Local government
- ☐ University
- ☐ Other

Name of repository: _____

Maple Avenue School
Name of Property

Essex Co., NJ
County and State

10. Geographical Data

Acreage of property 1.37 acres

Latitude / Longitude Coordinates

(Note to Preparers: NJ HPO will complete this portion of the Registration Form for all Preparers, based on the coordinates derived from the Site Map or District Map that HPO produces.)

1. Lat. 40.708822 Long. -74.216313
2. Lat. 40.709267 Long. -74.215891
3. Lat. 40.708796 Long. -74.215034
4. Lat. 40.708341 Long. -74.215437

(NJ HPO will place additional coordinates, if needed, on a continuation sheet for Section 10.)

☐ See continuation sheet

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Cindy Hamilton and Nathan Curwen
organization Heritage Consulting Group date 12/14/2018
street & number 15 West Highland Avenue telephone 215-248-1260
city or town Philadelphia state PA zip code 19118

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional items

(Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of the SHPO or FPO.)

name Samer Hanini
street & number 87 Halsey Street telephone 973-878-1886
city or town Newark state NJ zip code 07102

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.470 *et seq.*)

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reduction Projects (1024-0018), Washington, DC 20503.

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Continuation Sheet

Section number 7 Page 1

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Narrative Description

Summary Paragraph

The Maple Avenue School was built in 1924-25 as a public elementary school for the City of Newark School District, and it stands at 33 Maple Avenue, in Newark. Designed by the Newark firm, Gilbert and Betelle, it was completed in 1925. The school is a three-story, U-shaped, brick building in the A stripped classical revival design, over a full basement, and enclosing a blacktop playground located in a central courtyard. In 1925 and 1927, two three-story additions that added 31 classrooms were constructed to accommodate increased student enrollment at the school. Modest changes were made to the school in the late 20th century that do not substantially alter its exterior appearance, but window sashes were replaced throughout the building, affecting nearly all windows, the size of the new windows being smaller than the old. In 2015, the building was vacated.

Setting

The Maple Avenue School is located in southern Newark, NJ, roughly 3.5 miles from downtown, between the I-78 Expressway to the north and U.S. Route 22 to the south. This subject building stands at the intersection of Maple and Pomona avenues in the Weequahic neighborhood. The surrounding neighborhood is a dense residential area featuring both single-family and duplex housing. The Weequahic High School, the Chancellor Avenue Annex School and the Chancellor Avenue Elementary School all stand west of the Maple Avenue School within this neighborhood. The high-rise Newark Beth Israel Medical Center stands two blocks to the north. To the east is the Weequahic Historic District (NR: 2002); its western boundary reaches Maple Avenue, across the street from the subject property.¹ The subject building and its grounds occupy the eastern half of block 3712 of Essex County. This block is bounded by Maple Avenue to the east, Pomona Avenue to the north, Goldsmith Avenue to the south and Clinton Place to the west. The site shares the block with residential buildings to its west. Located on the surrounding blocks are more residential buildings many constructed ca. early 20th century.

Site

The subject property is located on a 1.37-acre site. The building has a total square footage of 60,760 sf. The site is bounded by Pomona Avenue to the north, Maple Avenue to the east, Goldsmith Avenue to the south and a neighboring residential parcel to the west. The subject building is set back from the property lines on all elevations. A greenspace featuring shrubbery and trees extends from the building to the property lines on the north, south and east. Blacktop separates the west elevation from the property line.

Structure

The structure is a reinforced concrete frame, supporting an outer envelope clad in red brick on all elevations with limestone ornamentation. The basement is partially vaulted beyond the building footprint.

¹ The Weequahic Historic District is a district that encompasses a 28-block residential area and the 311-acre Olmsted Brothers-designed Weequahic Park. The district is both historically and architecturally significant.

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Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Exterior Description

The subject building faces Maple Avenue to the east, Pomona Street to the north, Goldsmith Avenue to the south, and residential buildings to the west. The building is fully exposed on all four elevations. The exterior of the building is clad in red brick laid in Flemish bond pattern with red brick stretchers and contrasting unglazed header bricks with limestone ornamentation. The decorative Flemish bond was reserved for the street facing elevations, while the interior courtyard elevations feature a more utilitarian Common bond with a sixth course header. In select areas, the base of the building features a painted finish. The building's main entrance is accessed via a concrete sidewalk that extends along the east elevation from the boundary's concrete sidewalk to the front of the building. Located on the north and south elevations are secondary entrances that are also accessed by concrete sidewalks. Windows throughout the building are replacement aluminum windows.

East Elevation: The east elevation is the primary elevation of the building and fronts Maple Avenue (Photos 1, 2, 3, 4, and 12). The elevation is constructed of red brick laid in Flemish bond pattern with red brick stretchers and contrasting unglazed header bricks. The elevation is three-stories tall and nine bays long. Each bay is three windows in width featuring replacement double-hung 1/1 windows with a painted transom. The elevation features a central block, one full bay in width that protrudes roughly three feet from the wall plane of the rest of the elevation. The primary entrance to the building is located on the first floor of the central block (Photos 3 and 12). The entrance is a replacement double-leaf wood painted door. The entranceway features a metal arched half-round transom with ornate detailing, likely to be original to the building (Photos 3 and 12). Encasing the main doorway is a limestone surround. Ornamental details of the surround include a limestone keystone above the arched half-round transom and two limestone paterae located in the spandrels. The windows on the central block are set back in the building which provides the limestone surrounds with a corbeled detailing. The limestone aprons of the windows feature ornamental paterae designs. Located above the limestone header is an ornamental limestone broken pediment with a cast stone owl with ornate surrounds. A red brick bulkhead with a terra-cotta cornice caps the central block. The rest of the elevation features replacement 1/1 aluminum replacement windows with basic limestone surrounds. The base of the building is painted red brick with a limestone water table. A limestone cornice runs above the third floor as well as a simplified cornice above the first floor windows and a continuous sill at the second floor windows, which aligns to the ornate cornice atop the limestone architrave and frieze, engraved with the text "MAPLE AVENUE SCHOOL".

South Elevation: The south elevation is similar to the east elevation in material and style (Photos 2 and 9). The elevation is eight window bays in length. All windows on the elevation have been replaced with replacement double-hung 1/1 aluminum windows with painted transoms and limestone surrounds, sills and headers. The east portion of the elevation features ornate rectangular brick frames in a vertical stack bond to limestone accented corners and a horizontal soldier course at the top and bottom to complete the frame. The large center frame is flanked by thinner frames on both sides. The east portion protrudes slightly from the rest of the façade. A limestone tabature is located at the top center of the stacked brickwork (Photo 14). Engraved in the tabature is the quote, "EVERY INTELLIGENT NATION SEES

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N/A

Name of multiple listing (if applicable)

IN ITS CHILDREN ITS MOST VALUABLE ASSETS” – VAN DYKE. (This quote is cited from the book *The Spirit of America*, written by author and educator Henry van Dyke, Jr.) The elevation features one entrance. The entrance is a replacement single panel half-glass wood painted door with a transom. The entrance features a limestone surround. The base of the façade features painted red brick. The roof line features aluminum coping.

West Elevation: The west elevation features three separate façades (Photos 6 and 7). The north portion of the elevation is three window bays in length and mirrors the style located on the previous elevations in brick and window configurations. The south portion of the elevation is utilitarian in character and features no window bays (Photo 9). A utilitarian metal exterior staircase accesses all three floors. A CMU wall abuts the stair. The second and third floor landings feature a replacement metal single leaf door, which dates to the late-20th century. The first floor features a metal double leaf door. The roof line features aluminum coping. The central portion of the west elevation features four monumental window bays, which span the height of both the first and second floor. Three of the bays are four windows wide while a third, located farthest to the right, is three windows wide. All windows are replacement anodized aluminum windows.

North Elevation: The north elevation is similar in material and style to the other street-facing elevations with Flemish bond brick (Photos 4-6 and 11). The elevation is 12 bays wide. All of the windows feature the same triple double-hung configuration located on the east and south elevations except above the two entrances, which feature monumental fixed light windows that span one and a half stories in height and align to the underside of the top cornice. The east and west sections of the elevation protrude slightly from the rest of the façade, similar to the south elevation. A limestone tabature is located at the top center of the stacked brick work at both ends (Photo 13). Engraved in the tabature on the east end is the quote, “LET REVERENCE FOR THE LAW BE TAUGHT IN SCHOOLS, LET IT BECOME THE POLITICAL RELIGION OF THE NATION – LINCOLN.” This quote is cited from the Lyceum Address that Abraham Lincoln gave in 1838. Engraved in the tabature on the west end is the quote, “THE COMMON SCHOOL INCULCATES PRINCIPLES OF PERSONAL AND CIVIC RIGHTEOUSNESS.” This quote has no indication of author. The entrances are all replacement doors. They feature double doors below a transom. The doors consist of wood stiles and rails and a wood lower panel, painted, and a glazed upper panel. The entrances feature a limestone surround. A limestone cornice runs along the top of the first floor and around the top of the third floor.

Courtyard Elevations: The central courtyard features north, south and west elevations (Photos 8 and 10). The north elevation only features an exposed third floor with three evenly spaced window bays. Each window bay features two replacement double hung 1/1 aluminum windows with metal awnings. The roof line features aluminum coping.

The south elevation features five window bays at the third floor and three window bays at the second floor. The material and style of the window bays largely mirror those located at the north elevation, with the exception of the western most bays, which feature a smaller profile window with no awning. The

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west end of the elevation features no window openings. One replacement aluminum double door entrance is found on the first floor. The roof line features aluminum coping.

The west elevation of the courtyard is only located at the third floor, which features three evenly spaced window bays. The material and style of the window bays mirror the north and south elevations. The roof line features aluminum coping.

Roof: The roof of the building is two-tiered. Replacement fixtures and coverings are featured on both tiers. The lower tier features a gabled roof mechanical equipment penthouse that houses the vent for the auditorium. The roof of the building features a synthetic membrane with mechanical fixtures.

Exterior Alterations: The building has sustained limited alterations since its construction. Two additions were constructed shortly after completion of the building in 1925 and 1927 which added an additional 31 classrooms. Windows and entry doors have been replaced, in the late 20th century, which are typical modifications made to public school buildings in New Jersey. The metal stair, CMU wall and corresponding metal doors were added sometime after the window replacements. The impact of the window replacement project, however, was limited by the retention of the original window openings, defined by limestone trim. Site features such as general landscaping, fencing and the paved courtyard have been repaired over time, yet continue to adhere to the site's original configuration. Overall, the building continues to substantially exhibit its 1927 appearance.

Interior Description

Historically, the basement housed mechanical equipment. The first through third floors housed the classrooms.

Floor 1: The first floor features a double-loaded, U-shaped corridor which accesses classrooms, storage rooms, bathrooms, and stairs (Photo 15) located on the outer perimeter of the north, south, and east wings, and an auditorium and gymnasium (Photos 18-21) located in the center of the building. Located centrally at the east end of the corridor is the building's main entrance. Upon entry is a set of three replacement single-leaf metal doors, which separate the entrance from the primary stair tower located just beyond, and provides the entrance with a vestibule. The finishes of the vestibule include flat plaster walls and ceilings, and vinyl tile floors. Heading west from the vestibule is the primary stair. The stair is separated from the corridor by replacement double-leaf metal doors flanked on each side by replacement single-leaf metal doors. The doors are in fair condition. Two additional stairs are located at the north end of the first floor. The easternmost stair is accessed via a replacement double-leaf metal door. The westernmost stair is accessed via a replacement single-leaf metal door. The south end stair is located centrally on the elevation and is accessed via a replacement double-leaf metal door. All replacement doors date to the late-20th century.

The corridor features flat plaster walls and ceilings, vinyl tile floors, vinyl-clad over wood baseboards and a wood picture rail. Ductwork and wiring throughout are typically not concealed within walls or

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N/A
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above ceilings. The condition of the corridor materials are fair to poor. Doors are of painted wood. The piping systems located within the walls of the corridors are contaminated with friable asbestos insulation.

The classrooms are generally uniform in material, featuring flat plaster walls and ceilings and vinyl tile floors and vinyl baseboards, varied in configuration (Photo 17). Configurations of classrooms are typically associated with their respective subject. Classrooms that were associated with the sciences typically feature remnants of lab tables with Bunsen burners. These subject-specific classrooms are also typically larger in size.

Few classrooms feature slate chalk boards. Many feature radiators, either exposed or covered, along the outer perimeter wall. Fluorescent lighting hangs from the ceiling. Windows have stained wood trim. Access to the classrooms is provided by single-leaf wood doors. Many have been replaced with single-leaf wood or metal doors. The systems located within the walls of the classrooms are contaminated with asbestos. After years of vacancy, the classrooms remain in fair to poor condition.

Two bathrooms are located on the floor, one flanking the eastern most stair at the north end and another flanking the stair at the south end. Both bathrooms survive in very poor condition with many fixtures and tiling having been removed or damaged in recent years.

Auditorium: The auditorium (Photos 18 and 19) is located centrally at the first floor, is a double-height space, and was built during the initial construction. Access to the seating is provided by a set of double-leaf painted wood paneled doors, flanked by single-leaf painted wood paneled doors. The doors feature ornamental painted wood casings and the entire entrance features an ornamental painted wood surround. The auditorium features raked seating. There are three banks of seating with aisles located between each row and along the walls. Each grouping is 12 rows deep from the stage. The back three rows feature plastic replacement seats, while, the remainder are original wood seats. In total, there are 340 seats. Located at the western portion of the auditorium is a stage with a temporary modern plywood ramp/stage extension. The stage is wood and features a flat plaster backdrop with an ornamental wood baseboard and the front of the stage curves outward towards the audience. The proscenium of the stage is decorated in an ornamental plaster molding and the existing stage curtain survives in fair condition (Photo 18).

The walls are constructed of plaster with crown moldings and ornamental detailing styled in a vertical three panel molding. Forced air diffusers and radiator grilles are populated throughout the north, south and east perimeter walls. The ceiling is constructed of painted flat plaster. Horizontal metal louvers arranged styled in a coffered pattern are located directly above the auditorium seating. Hanging between the coffers are ornamental metal replacement pendant light fixtures. The floor is painted concrete.

At the second floor, located above the main entrance is a projector room that extends roughly eight feet from the partition wall. The walls of the projector room are constructed of plaster and feature crown molding, mirroring the walls of the auditorium.

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Maple Avenue School

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N/A

Name of multiple listing (if applicable)

Other entry points are populated throughout the auditorium. The north and south perimeter walls of the seating area feature double-leaf wood doors located at the eastern end of the auditorium and single-leaf wood doors located at the western end. The single-leaf wood doors are accessed by a small set of stair risers. Two exits flank the stage: one located at the north perimeter wall and the other is located at the south perimeter wall. The exits provide access to the main corridor and feature stair risers.

Gymnasium: The gymnasium occupies the space west of the auditorium (Photos 20 and 21). The gymnasium also is a two-story space. Entrances are found at the north and south ends of the gymnasium. The gymnasium features replacement vinyl flooring, a flat plaster ceiling, and painted brick walls. The west perimeter wall features replacement anodized aluminum windows. The windows rise roughly eight feet from the ground floor and run to the ceiling. Inoperable radiator units below the windows are spaced evenly along the wall.

The space has been fitted with replacement electrical fixtures and gymnasium equipment including basketball hoops that are fixed on the painted brick walls. The north and south walls of the gymnasium each feature one fixed basketball hoop that is supported via horizontal wood studs and metal link chains. The east and west walls feature two basketball hoops each that are fixed via painted metal rods and studs. Populated throughout the ceiling are recessed speakers and replacement surface mount light fixtures. Smoke detectors are mounted to the surface of the ceiling and are surrounded by a metal cage. Running north to south along the ceiling are two parallel metal utilitarian rods formally utilized to attach rope rings.

A spectator space located at the second floor of the south end was walled off with gypsum board and used for storage in the late 20th century. The spectator space features stepped concrete seating. The space was most recently used as book storage, containing a number of temporary wooden shelves.

Bathrooms and storage rooms are located at the first floor of the south end of the gymnasium. The bathrooms contain replacement tiling and plaster walls that are in poor condition. The storage rooms are utilitarian in character and feature a mixture of gypsum board and painted brick walls and ceilings. Access to these areas are via both single and double-leaf wood doors. A metal stair is located at the southeast corner and provides access to a small storage unit.

Floors 2 and 3: Floors 2 and 3 are arranged on a single loaded U-shaped corridor that provides access to classrooms, storage rooms, bathrooms and stairs, all located on the outer perimeter of the corridor (Photos 22-27). All four stairs are located in the same location as the first floor and are accessed via the same door configurations. The materials of the corridor, classrooms, storage rooms and bathrooms mirror that of the first floor.

Basement: The building has a partial basement which is a utilitarian space with exposed concrete flooring, walls, and ceiling. The space currently houses mechanical equipment and is used for storage. Access is provided only via the stair located at the south end of the building.

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Maple Avenue School

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Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Interior Alterations: While the building retains aspects of floor plan and finishes, the condition of many features is poor due to the building's vacancy and lack of maintenance in recent years. The overall interior of the building has been updated with replacement fixtures throughout its lifetime as is typical of school buildings.

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Section number 8 Page 1

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Statement of Significance

Summary Paragraph

The Maple Avenue School, in the Weequahic neighborhood of Newark, New Jersey is a well-preserved example of a 1920s public school that embodies the so-called Platoon Plan, a specific building design innovation that stemmed from the efforts to make Newark's schools more progressive, and which had a notable, if brief, vogue in Newark. Newark, long New Jersey's largest public school system with its greatest variety of schools, built or remodeled several Platoon Plan schools in the 1920s, of which the Maple Avenue School is the most representative. The building design incorporated Progressive pedagogical values while addressing the needs of an expanding neighborhood and growing enrollment. The period of significance embraces the dates of construction, 1925 to 1927, the latter date which also represents the year in which the last of the identified Newark Platoon plan schools was built. The Maple Avenue School is the only school from that era specifically designed as a Platoon Plan school that still retains the integrity necessary for listing in the National Register of Historic Places. For this reason it meets National Register Criterion C for local significance in architectural history.

Historical Background

A 1909 Sanborn map of the area encompassing the Maple Avenue School shows a sparse development of single-family homes. Most of this part of the city was historically known as Lyons Farms until it was annexed into Newark in 1902.² This annexation came at a time of massive industrialization and population growth within Newark. Between 1900 and 1920, the population of Newark grew from 246,070 to 414,524. With new development in the Weequahic neighborhood, and overcrowding in the city center, many middle and upper-middle class residents moved into the neighborhood. By 1926, the entire neighborhood had been developed with mainly single-family homes, though multi-family housing appears toward the western end of the Weequahic neighborhood.³

The Maple Avenue School was commissioned as a result of overcrowding in two local schools, the Hawthorne Avenue School and the Peshine Avenue School. The Maple Avenue School's opening dedication ceremony was on August 4th, 1925, with 824 pupils enrolled, and constructed at a cost of \$335,000.⁴ Maple Avenue served children in grades Kindergarten through 8th grade. It was immediately apparent that the school could not handle the number of students attending, so on August 17th, 1925, a sum of \$165,000 was appropriated for an addition consisting of, "twelve classrooms, playroom, lockers, toilet, etc."⁵ Classrooms again filled to capacity as the neighborhood grew throughout the 1920s, necessitating a 19-room addition in 1927.⁶ After these additions, Maple Avenue School's enrollment

²National Register of Historic Places, Weequahic Park Historic District, Newark, Essex, NJ, 03000013.

³*Ibid.*

⁴ "Maple Avenue School Filled to Overflowing at Dedication Program," *Newark Evening News*, August, 5, 1925; Combined 70th and 71st Report of the Board of Education, 1925-27. Board of Education Archives, New Jersey Historical Society, Newark, p. 28.

⁵ Newark Board of Education Report, August 17, 1925. Board of Education Archives, New Jersey Historical Society, Newark.

⁶"Maple Avenue School Filled to Overflowing at Dedication Program," *Newark Evening News*, August, 5, 1925.

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Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

increased to 1,405.⁷ Four years later, in 1931, the school expanded its playground at the cost of \$7,000.⁸ In 1942, the Board of Education commissioned a survey of all schools in the district. This report stated no new additions or major changes had occurred to the building since the 1927 addition.⁹ It further reported the Maple Avenue School was one of seven (out of 68) elementary schools in Newark that scored a “superior” rating on their ranking system. This evaluation presented by the Newark school authorities is evidence that they held the Maple Avenue School in high regard, a testament to the original planning and design of the school.

The schools in Weequahic in the postwar era were known as some of the best in the city, even though overcrowding was a perennial problem.¹⁰ Forty-three children were dropped from enrollment at the start of the 1947 school year.¹¹ In 1952, the school had to switch to part-time, double sessions of classes to accommodate all students.¹² By 1964, overcrowding became so extreme that teachers started picket line demonstrations at the Maple Avenue School to bring awareness to the problem.¹³ This did not lead to a long-term solution, as by 1972 the Newark Board of Education used a portion of the 1971-72 school budget to acquire the Boys Club of America building as an annex to handle the overcrowding.¹⁴ During these years, despite this history of a local need for additional classroom space, it appears that there were no major physical changes to the school. The latest documented addition was a renovation of the playground in 1998 with funding from the Trust for Public Land.¹⁵ The building functioned as a school until 2015.

Newark in the Progressive Era:

By the 1890's, demographic, technological, and societal changes had put new pressures on the City of Newark. Industry, ranging from small-scale manufacturing to large-scale manufacturing, was booming, “on a scale unprecedented in the city's history,” with over half of the city's workers employed in industry.¹⁶ As this industrial boom surged, a large number of foreign immigrants moved to the city to meet the labor needs of the factories. According to one source it, “was their labor, skills, and enterprise which made Newark's industrial growth significant.”¹⁷ This new immigrant population was largely of southern and eastern European origin, with a culture different than that of most of their neighbors who were born in the United States. These cultural differences, mixed with problems of poverty, crowded

⁷ Combined 70th and 71st Report of the Board of Education, 1925-27. Board of Education Archives, New Jersey Historical Society, Newark, p. 28

⁸ Newark Board of Education Report, February 25, 1931. Board of Education Archives, New Jersey Historical Society, Newark.

⁹ *The Report of a Survey of The Public Schools of Newark, New Jersey* (1942).

¹⁰ *Ibid.*

¹¹ “43 Crowded out of Grade School,” *Newark Star Eagle*, September 12, 1947.

¹² “Double School Session,” *Newark Star Eagle*, June 13, 1952.

¹³ “Teacher-Pickets Hit Class Size,” *Newark Star Eagle*, October 22 1964.

¹⁴ “Board acts to Ease Maple Avenue School Crowding,” *Newark Star-Ledger*, February 17, 1972.

¹⁵ “District History,” Newark Public Schools, <http://www.nps.k12.nj.us/info/district-history/> (accessed March 18, 2018).

¹⁶ Linda Jacewich, “The Impact of Immigration on Newark, New Jersey's Public and Parochial Primary and Grammar School Programs During the Migration: 1880-1930” (diss., Seton Hall University, 1993), 18.

¹⁷ *Ibid.*, 18.

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tenements, and general health and welfare issues from massive industrial increase, started to trouble local leaders.¹⁸

In this regard, Newark was a reflection of the United States during this time. The industrialization and movement of peoples, and the rapid changes this caused, had a destabilizing effect on society that certain individuals sought to rectify. This time of change and reform became known as the Progressive Era. While the individuals involved in the Progressive movement often had differing ideas for the implementation of reforms, its goals were, “in its broadest sense, an effort to rescue the American system from the onslaught of accelerating industrialization, urbanization, and immigration.”¹⁹ Modern scholars have broken down Progressive reformers into two general camps based on their methodology. The first, liberal reformers, wanted a greater democratization of all the various aspects of American society, and a general, “casting off restrictions of one kind or another.”²⁰ In contrast, conservative reformers wanted to increase social order and to ‘fix’ the rapidly changing American system. This was accomplished through the empowerment of trained experts to exert a rational management in fields such as city planning and education, among others.

National Register Criterion C: Significance in Architecture

Summary

The Maple Avenue School is significant under Criterion C in the area of Architecture as an intact example a “Platoon Plan” school. The Platoon Plan school was a product of a system born out of the educational progressive ideology that sought to rationalize scheduling, make better use of the school building itself, and set time aside for the social development of the pupils. The Maple Avenue School incorporated the Platoon System into its initial design. The school’s architectural features such as its “U” shape, it’s separated gymnasium and auditorium, and classroom configuration, all character defining features of a Platoon Plan school, and features that are still present in the building.

Education in Newark during the late-19th and early-20th centuries:

Newark was New Jersey’s largest city, and thus had its largest and most diverse school system. Between 1880 and 1920, primary and grammar school enrollment had increased 286.3% in Newark.²¹ The increase in student population was not inherently problematic, however, it did compound rising systemic problems found in the Newark schools. Until the 1920s, early childhood education was virtually nonexistent in Newark.²² Non-academic subjects, such as physical education or domestic arts were not

¹⁸ Marilyn Kussick, “School Reform as a Tool of Urban Reform: The Emergence of the 20th Century Public School in Newark, New Jersey, 18090-1920” (diss., Rutgers University, 1974), 3.

¹⁹ *Ibid*, 4.

²⁰ Wayne J. Urban and Jennings L. Wagoner, *American Education: A History*, 4th ed. (New York, NY: Routledge, ©2009), 226.

²¹ Linda Jacewich, “The Impact of Immigration on Newark, New Jersey’s Public and Parochial Primary and Grammar School Programs During the Migration: 1880-1930” (diss., Seton Hall University, 1993), 51-54.

²² Marilyn Kussick, “School Reform as a Tool of Urban Reform: The Emergence of the 20th Century Public School in Newark, New Jersey, 1890-1920” (diss., Rutgers University, 1974), 57.

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consistently taught, and teacher training was poor and unregulated.²³ Overall, Newark's schools in the early years of the 20th century were of substandard quality. In the words of one author:

The school buildings were often old and generally lacked proper heating, ventilation, lighting, or indoor plumbing. They had a barren and barn-like appearance, lacked gymnasium, auditorium, or playground space, and usually located in noisy, congested, and often dangerous sections of the city...[they were] unable to accommodate an increased enrollment or provide the facilities necessary for a more enriched program. Without a modernized and expanded school plant, the implementation of a broad and varied educational goals was virtually impossible.²⁴

In the late 19th and early 20th centuries, ideas on how to successfully operate big-city school systems were beginning to form due to the general increase in population throughout cities in the United States. This idea was based on the belief that educational systems would be run more effectively and efficiently if school systems were more invested in school boards and professional educators rather than city councils.²⁵ Progressive education encapsulated a wide variety of theories and programs, but, at its most inclusive, can be defined as seeking, "broader social goals for the schools, a new pedagogy based on scientific research, and education tailored to the different kinds of classes of children."²⁶ Within this broad umbrella of Progressive education, two general groups emerged: Pedagogical Progressives and Administrative Progressives, roughly analogous to liberal and conservative Progressives respectively.

Pedagogical Progressives, the liberal group, focused on the students themselves, and the schools' interactions with them. The most well-known of these Progressives was John Dewey. He disliked the fact that the social structures of schools were much different than the structures of the wider society. Dewey believed that, "learning was a natural by-product of concrete social activities."²⁷ As such, Dewey's curriculums were based on a more democratic structure between the student and teacher, wherein the student would have an opportunity to give input on the lessons. The lessons also incorporated as many, "real-life" situations as possible, thereby allowing the students to learn-by-doing. These two facets of Dewey's educational philosophy were meant to bridge the gap between the abstract nature of learning in a school setting and the rest of society by giving a concrete grounding of how the lessons worked in the world outside the school.

By contrast, Administrative Progressives, the conservative group, believed the reformation of schools' administrative functions would create the best possible outcome for pupils. These reforms sought first to decrease the political control, through boards of education, of school curriculum, and at the same time increase the power of professional educators, particularly the superintendents of schools. Administrative

²³ *Ibid*, 58.

²⁴ *Ibid*, 60.

²⁵ David N. Plank, Richard K. Scotch and Janet L. Gamble, "Rethinking Progressive School Reform: Organizational Dynamics and Educational Change," *American Journal of Education*, Vol. 104, No. 2 (Feb. 1996), 80.

²⁶ Marilyn Kussick, "School Reform as a Tool of Urban Reform: The Emergence of the 20th Century Public School in Newark, New Jersey, 1890-1920" (diss., Rutgers University, 1974), 4.

²⁷ Marilyn Kussick, "School Reform as a Tool of Urban Reform: The Emergence of the 20th Century Public School in Newark, New Jersey, 1890-1920" (diss., Rutgers University, 1974), 252.

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Progressivism also instituted changes to school curricula, and designed “scientific” methods of school management.²⁸

With a continued increase in population and realization of their lack of educational necessities, the Newark Public schools adopted aspects of Administrative Progressives. New courses were designed to appeal to the diverse student population, programs were made to encourage wholesome physical and social development, and cultural and recreational activities were instituted to encourage the participation of the wider community. In addition, superintendents were involved in the development of contemporary professional standards and goals in both state and national organizations, and were convinced that given the proper support, the schools of Newark could be instrumental in solving many of the social and economic problems of the city.²⁹

In addition to the changes in education methodology, training, and administration, the school buildings themselves were an integral part of this Progressive education reform movement, focusing on aspects such as lighting and mechanical ventilation, sanitation improvements, and increased use of public school grounds and buildings by the entire community for a wide variety of functions. Gymnasiums and auditoriums started to become integral components of schools during the 1920s. The gymnasiums and auditoriums were not only significant for the schools, as they became an integral part of the community as a whole beginning in the 1920s as places to house political and local events.³⁰

Several public schools in Newark were designed with an “H” or “U”-shaped plan with the central core leading to an auditorium, a plan that would come to define Platoon Plan schools. The architects who designed the schools specialized in school architecture.³¹ This type of plan, with its long corridors flanked by classrooms, facilitated circulation. The corridors connected the classrooms to the service areas of the school such as offices, laboratories, workshops, gymnasiums, etc. Also released in 1915 was the American School Building Standards book which cites New Jersey law by stating, “in order that the lives, health, sight, and comfort of pupils may be properly protected, all schoolhouses hereafter erected shall comply with the following conditions.”³² For lighting, the law specified that the total glass area... exclusive of mullions, stiles, rails and check rails, must equal at least 20 per cent of the floor surface.³³ It also required classrooms to be designed so that all windows were to the pupils left, based on the assumption that students would be writing with their right hands, and therefore light would be blocked by their body if it came from the right.³⁴ The Newark Public Schools was ran for decades by Progressive-

²⁸ Wayne J. Urban and Jennings L. Wagoner, *American Education: A History*, 4th ed. (New York, NY: Routledge, ©2009), 228.

²⁹ Marilyn Kussick, “School Reform as a Tool of Urban Reform: The Emergence of the 20th Century Public School in Newark, New Jersey, 1890-1920” (diss., Rutgers University, 1974), 9, 65.

³⁰ *Ibid*, 65.

³¹ Marilyn Kussick, “School Reform as a Tool of Urban Reform: The Emergence of the 20th Century Public School in Newark, New Jersey, 1890-1920” (diss., Rutgers University, 1974), 65.

³² Wilbur T. Mills, *American School Building Standards*, (Columbus, OH: Franklin Educational Publishing Company, 1915) p. 176.

³³ *Ibid*, 177.

³⁴ Lindsay Baker, *A History of School Design and its Indoor Environmental Standards, 1900 to Today* (Washington, D.C.: National Clearinghouse for Educational Facilities, 2012), 6.

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minded superintendents that encouraged the development of a modern school system, both in terms of school policy as well as the actual buildings themselves.

The Platoon System:

Created in 1905 by William Wirt, superintendent of schools in Gary, Indiana, the Platoon System was instituted as a way to relieve social problems caused by unexpected urban growth.³⁵ The Platoon System split the students of a school into two groups, or “ platoons.” Throughout the school day, while one group was in a classroom studying academic subjects such as English, math, or sciences, the other half engaged in activity-based programs such as art, physical education, or performances.³⁶ This system appealed to both Administrative and Pedagogical Progressives. Administrative Progressives saw the Platoon System as a way to rationalize and maximize use of school grounds.³⁷ In traditional school systems at least part of the school was underutilized during the day, but the Platoon System ensured that as much of the school as possible was in constant use. The added benefit of the system was that almost twice as many students could attend a Platoon System school of the same size as one operating under traditional systems; a boon for school systems such as Newark’s that consistently struggled with problems of overcrowding. Pedagogical Progressives were drawn to the Platoon System because they saw it as the ideal opportunity for the achievement of a creative, humanistic, and democratic education.³⁸

One of the primary goals of the Platoon System was to maximize the use of all the facilities at the school to ensure a balanced curriculum.³⁹ In this system, students spent half the day outside the classroom, learning by doing, in some manner. They were able to play and learn teamwork in physical education, practice acting and oratory in the auditorium, learn carpentry and printing in specialized spaces, garden outside, or sew inside. The Platoon System allowed students to experience a broad spectrum of activities they may encounter later in life, with a curriculum that taught manual training, home economics, and health and nutrition.⁴⁰ In the words of John and Evelyn Dewey, the leading American pedagogical Progressives, the Platoon System “helped children to make the most intelligent use of their own capabilities and of their environment.”⁴¹ Furthermore, the system allowed more flexibility for both students and faculty from traditional schools with spaces such as auditoriums, gymnasiums, and rooms specifically designed for scientific studies.⁴²

Character-Defining Features of the Platoon Plan:

³⁵ John D. Pulliam and James J. Van Patten, *History of Education in America*, 9th ed. (Upper Saddle River, N.J.: Merrill, ©2007), 218.

³⁶ Wayne J. Urban and Jennings L. Wagoner, *American Education: A History*, 4th ed. (New York, NY: Routledge, ©2009), 288-89.

³⁷ Raymond Mohl, “Alice Barrow: Crusader for the Platoon School, 1920-1940,” *The Elementary School Journal* 77, no. 5 (May 1977): 350.

³⁸ *Ibid.*, 352.

³⁹ Charles L. Spain, “The Platoon School: Its Advantages,” *The Elementary School Journal* 26, no. 10 (1926)

⁴⁰ Howard Green, “Classroom Struggle: A History of School Construction in New Jersey,” (Unpublished Draft from Preservation New Jersey: 2011), 5.

⁴¹ John Dewey and Evelyn Dewey, *Schools of To-Morrow* (Honolulu, H.I.: University Press of the Pacific, 2003), 252.

⁴² Charles L. Spain, “The Platoon School: Its Advantages,” *The Elementary School Journal* 26, no. 10 (1926)

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The “Platoon Plan” school has been identified as a distinct building form created for optimal functioning of the Platoon System.⁴³ This form is characterized with a footprint that typically forms an “H” “I” “T” or “U.” Further, these buildings are two-or-three stories with classrooms and facilities located along a double-loaded corridor. Finally, a Platoon Plan school always had a separate auditorium and gym, as opposed to other plans wherein the auditorium and gym were combined into a single space.⁴⁴ The Maple Avenue School possesses all of these character-defining features, and still retains its original circulation pattern. It has a double-loaded corridor, with classes on one side and access to the gym and auditorium on the other. This corridor defines the roughly “U” shape to the building, the center of the “U” containing the gym and auditorium. It is three stories tall and has separate spaces for the gymnasium and auditorium.

Comparative Analysis:

In assessing schools built in Newark between 1890 and 1925, a 1927 report by the Board of Education shows there were eleven other schools operating under the Platoon System in Newark.⁴⁵ These Platoon Schools all functioned as K-8th grade elementary schools. All of the schools listed are extant, but only three were designed specifically as a Platoon Plan school. Of the twelve, nine were built before Wirt created the Platoon System in Indiana in 1905:

1. The Ann Street School, at 30 Ann Street in the East Ward. This four-story school was built in 1892, and had an enrollment of 2,179.
2. Burnet Street School, at 28 Burnet Street in the Central Ward. This four-story school was built in 1869, enlarged from 1903-1913, and had an enrollment of 1,389.
3. Central Avenue School, at 72 Central Avenue in the Central Ward This three-story school was built in 1872, enlarged from 1903-1913, and had an enrollment of 1,163.
4. Franklin School, at 42 Park Avenue in the Central Ward. This three-story school was built in 1889 with enlargements in 1885, 1903, 1906, and 1907, and had an enrollment of 1,904.
5. Hawkins Street School, at 8 Hawkins Street in the East Ward. This three-story school was built in 1888 with an enlargement in 1904, and had an enrollment of 1,212.
6. Hawthorne Avenue School at 428 Hawthorne Avenue in the South Ward This three-story school was built in 1898 with enlargements in 1900, 1908, and 1914, and an enrollment of 2,014.
7. Miller Street School at 47 Miller Avenue in the South Ward. This four-story school was built in 1881 with enlargements in 1887, 1900, and 1913, and an enrollment of 1,561.
8. Robert Treat School at 443 Clifton Avenue in the Central Ward. This two-story school was built in 1888, and had an enrollment of 1,706.

⁴³ Michigan Historical Center, *An Honor and An Ornament: Public School Buildings in Michigan*, (Lansing, MI: Michigan Department of History, Arts and Libraries, 2003) p. 18.

⁴⁴ Michigan Historical Center, *An Honor and An Ornament: Public School Buildings in Michigan*, (Lansing, MI: Michigan Department of History, Arts and Libraries, 2003) p.18.

⁴⁵Combined 70th and 71st Report of the Board of Education, 1925-27. Board of Education Archives, New Jersey Historical Society, Newark, p. 9.

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9. Warren Street School at 197-207 Warren Street in the Central Ward. This two-story school was built in 1892 with an enlargement in 1908, and had an enrollment of 1,047.⁴⁶

Because the Platoon System's major characteristic was the splitting of the student body into two groups for different activities, schools could be retrofitted to make use of the system. This seems to be the case for these nine schools. However, without dedicated spaces for physical education, auditoriums, and the various hands-on activities expected of students when they were outside the classroom, the Platoon System could not function to peak efficiency in these older schools. Further, most of the above schools both have large modern additions that negatively impact their integrity and make association with the Platoon System no longer evident. The other two Newark platoon schools--which were built as Platoon Schools--the three-story Peshine Avenue School at 433 Peshine Avenue in the South Ward, which had a 1927 enrollment of 1,496, has a three-story addition to its north elevation of almost the same size as the original building, and another three-story, though more sympathetic addition to its west elevation. The three-story South Seventeenth Street School at 619 S. 17th Street in the Central Ward, which had a 1927 enrollment of 1,672, has a one-story modern addition to its south elevation of almost the same footprint as the original building. These additions have a large impact on the schools' integrity of feeling and association.

The building remained in use as a school until 2015 when it was vacated by the school district.

⁴⁶"District History," Newark Public Schools, <http://www.nps.k12.nj.us/info/district-history/> (accessed March 18, 2018).

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Verbal Boundary Description

The Maple Avenue School's legal description is Block 3712, Lot 1, Newark City, Essex County, New Jersey.

Boundary Justification

The proposed boundary is that with which the Maple Avenue School has historically been associated.

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Photographs

Name of Property: Maple Avenue School

City or Vicinity: Newark City

County: Essex

State: New Jersey

Photographer: Heritage Consulting Group

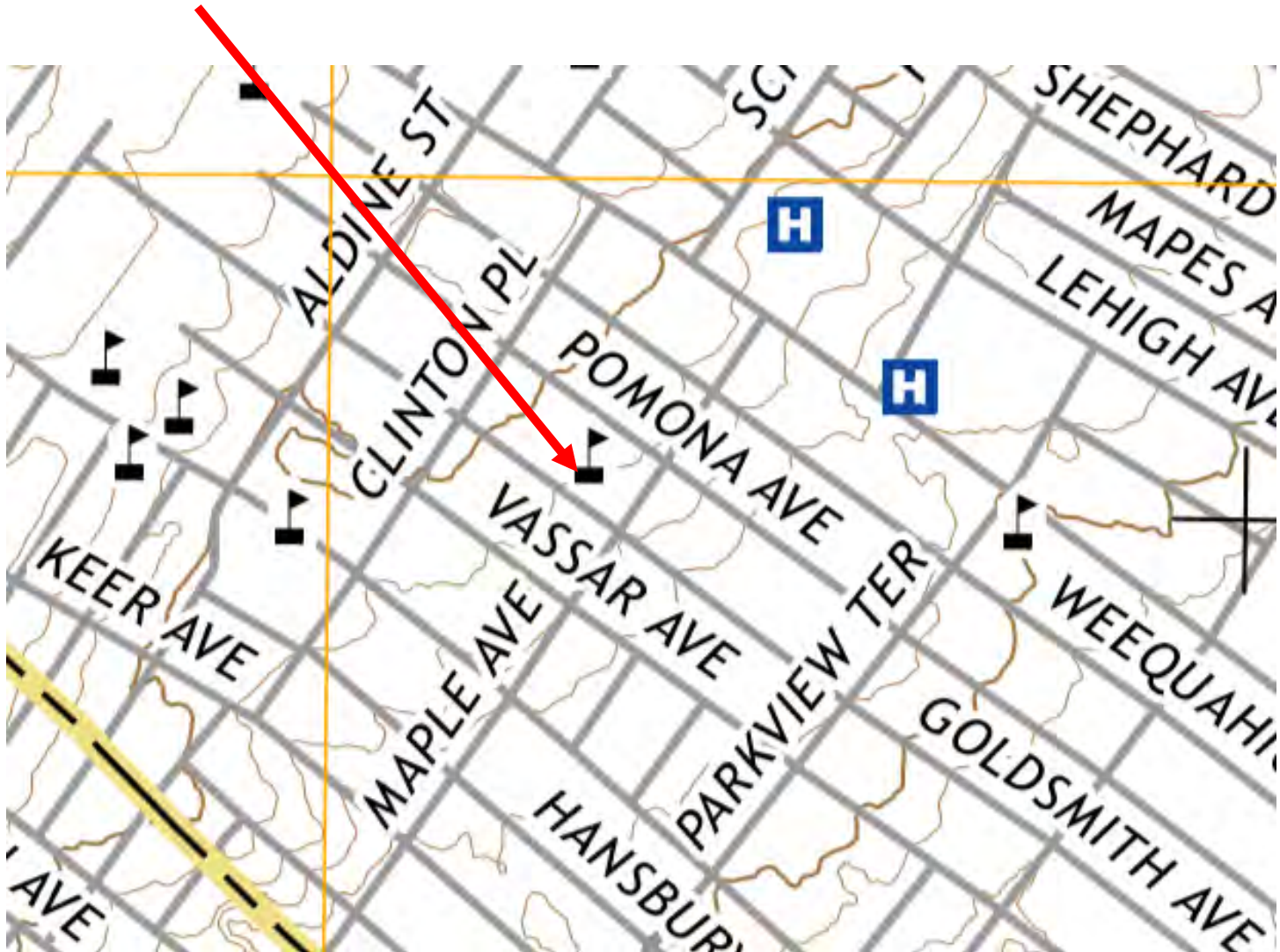
Date Photographed: February 2018

Description of Photograph(s) and number:

- Photo 1. View of the building, south and east elevations, looking northwest.
Photo 2. View of the building, north and east elevations, looking northwest.
Photo 3. View of the building, east elevation, looking west.
Photo 4. View of the building, north and east elevations, looking southwest.
Photo 5. View of the building, north elevation, looking southwest.
Photo 6. View of the building, north and west elevations, looking southeast.
Photo 7. View of the building, west elevation, looking northeast.
Photo 8. View of the building, central courtyard, looking north.
Photo 9. View of the building, south elevation, looking northeast.
Photo 10. View of the building, central courtyard, looking north.
Photo 11. View of the building, north elevation, looking southeast.
Photo 12. View of the building, east elevation primary entrance door detail, looking west.
Photo 13. View of the building, north elevation building detail, looking south.
Photo 14. View of the building, south elevation building detail, looking north.
Photo 15. Interior view, first floor hallway, looking west.
Photo 16. Interior view, first floor classroom door, looking south.
Photo 17. Interior view, first floor classroom, looking southeast.
Photo 18. Interior view, first floor auditorium, looking southwest.
Photo 19. Interior view, first floor auditorium, looking east.
Photo 20. Interior view, first floor gymnasium, looking west.
Photo 21. Interior view, first floor gymnasium, looking south.
Photo 22. Interior view, second floor classroom, looking southwest.
Photo 23. Interior view, second floor stair, looking northeast.
Photo 24. Interior view, second floor hallway, looking west.
Photo 25. Interior view, third floor hallway, looking east.
Photo 26. Interior view, third floor classroom, looking southeast.
Photo 27. Interior view, third floor stair, looking northeast

Elizabeth Quadrangle – New Jersey

33-47 Maple Avenue – Maple Avenue School



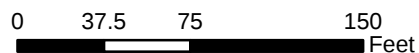


Maple Avenue School

New Jersey and National Registers Nomination
33 Maple Avenue, Newark City
Essex County, New Jersey

Scale: 1:1,000

Boundary and Tax Map



Legend

- SR & NR boundaries
- Coordinates
- Tax parcels

1.37 Acres



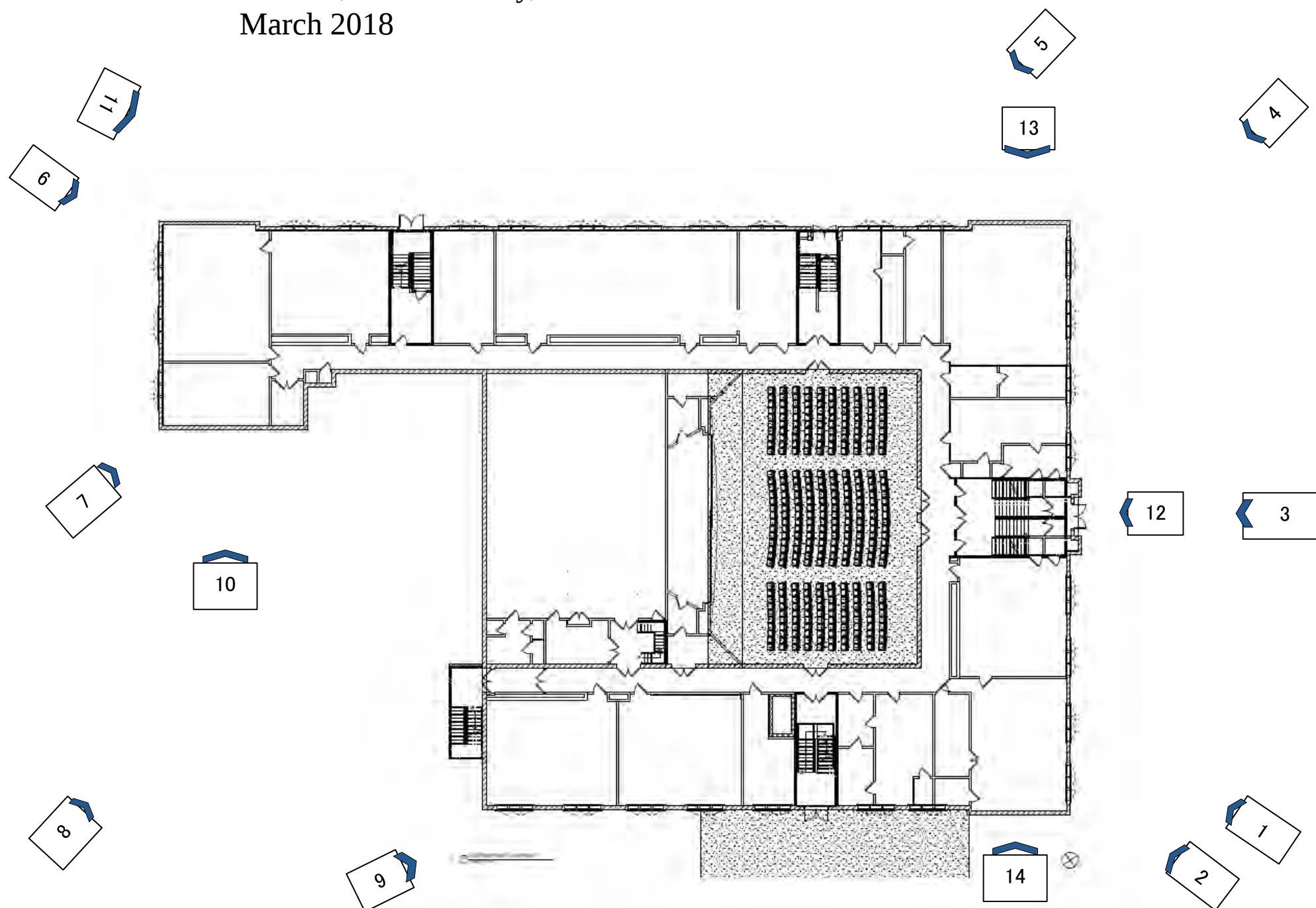
NJDEP,
Historic Preservation Office
November 2019

Maple Avenue School [Exterior] Photos 1-14

33 Maple Avenue

Newark, Essex County, NJ

March 2018

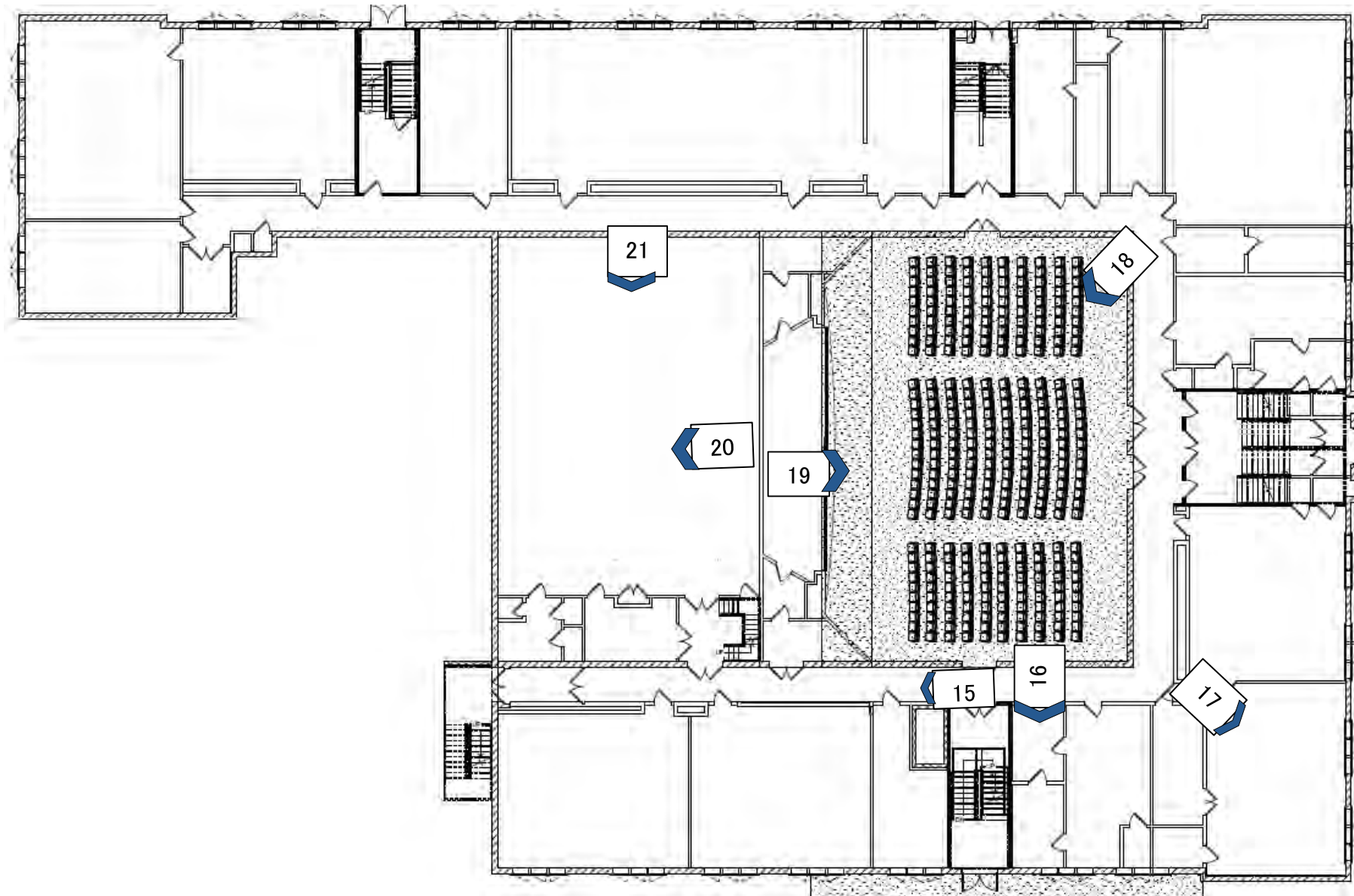


Maple Avenue School [First Floor] Photos 15-21

33 Maple Avenue

Newark, Essex County, NJ

March 2018

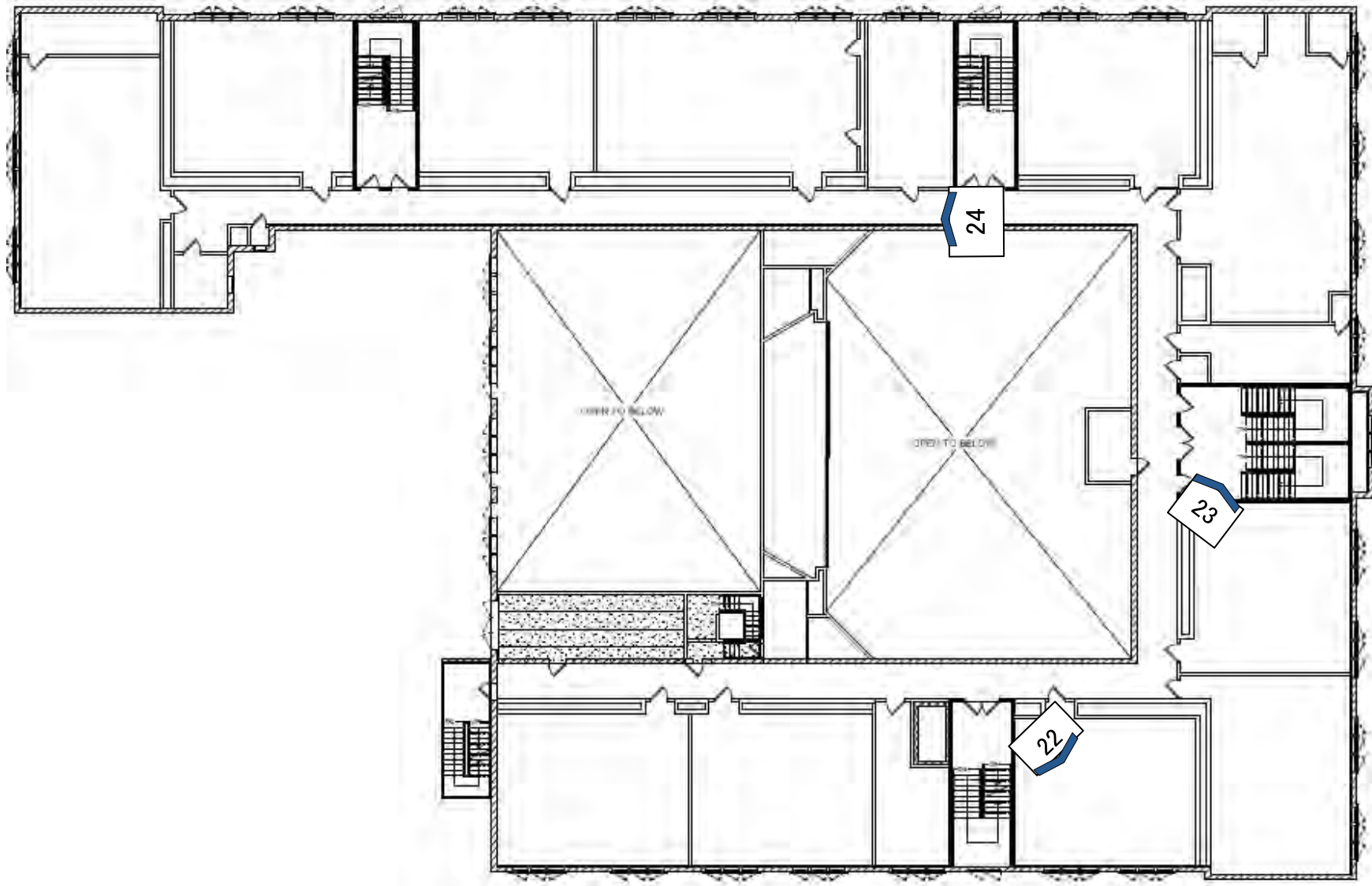


Maple Avenue School [Second Floor] Photos 22-24

33 Maple Avenue

Newark, Essex County, NJ

March 2018

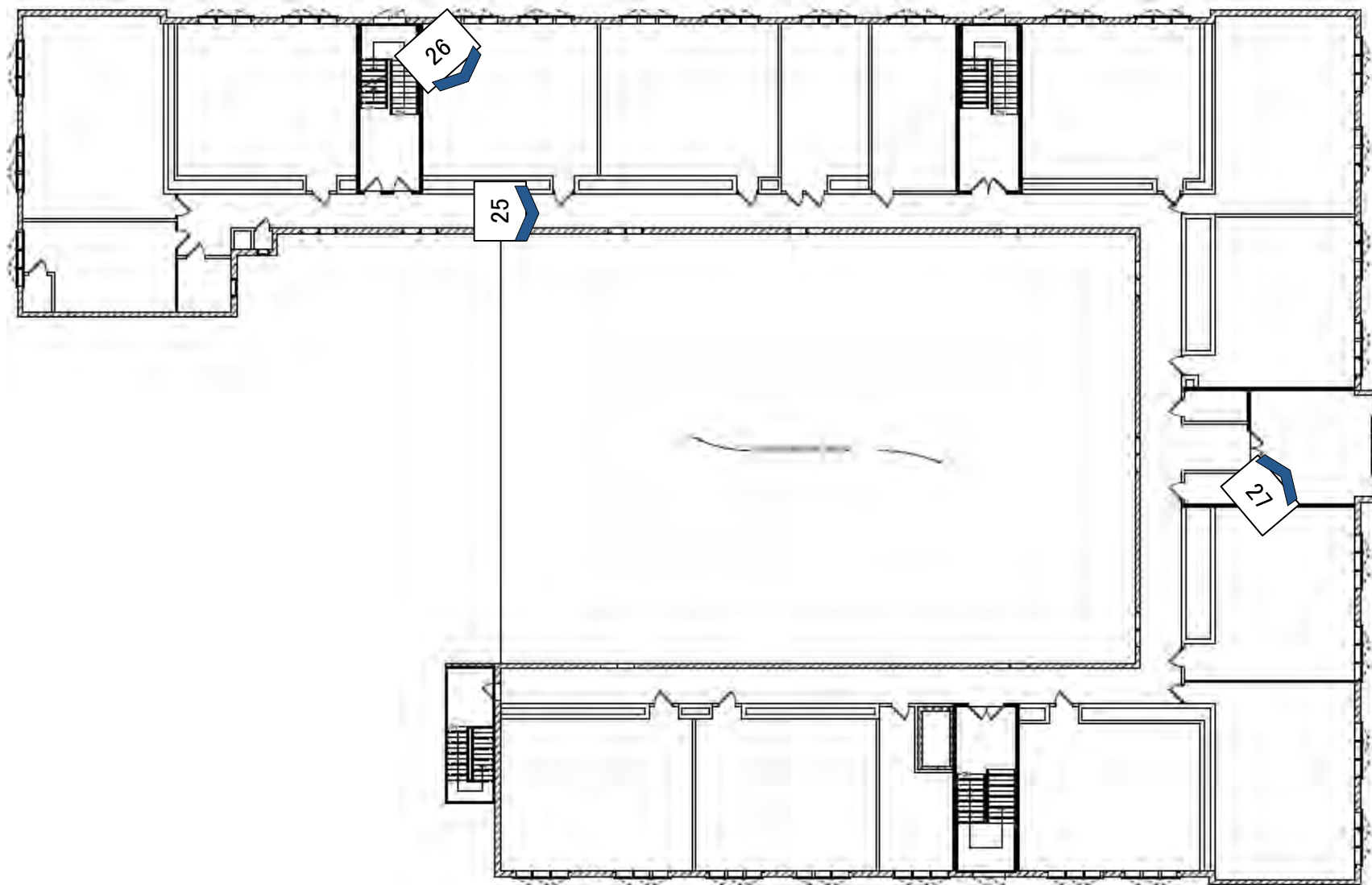


Maple Avenue School [Third Floor] Photos 25-27

33 Maple Avenue

Newark, Essex County, NJ

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Historic Image: Courtesy of Linda B. Forgosh (Linda B. Forgosh, "Jews of Weequahic," Arcadia Publishing, 2008)

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Historic Image: Courtesy of Linda B. Forgosh (Linda B. Forgosh, "Jews of Weequahic," Arcadia Publishing, 2008)

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Maple Avenue School, Newark, Essex County

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Maple Avenue School, Newark, Essex County

Photo 2

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 3



Maple Avenue School, Newark, Essex County

Photo 3

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 4



Maple Avenue School, Newark, Essex County

Photo 4

**United States Department of the Interior
National Park Service**

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 5



Maple Avenue School, Newark, Essex County

Photo 5

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 6



Maple Avenue School, Newark, Essex County

Photo 6

**United States Department of the Interior
National Park Service**

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 7



Maple Avenue School, Newark, Essex County

Photo 7

**United States Department of the Interior
National Park Service**

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 8



Maple Avenue School, Newark, Essex County

Photo 8

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 9



Maple Avenue School, Newark, Essex County

Photo 9

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 10



Maple Avenue School, Newark, Essex County

Photo 10

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 11



Maple Avenue School, Newark, Essex County

Photo 11

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 12



Maple Avenue School, Newark, Essex County

Photo 12

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 13



Maple Avenue School, Newark, Essex County

Photo 13

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

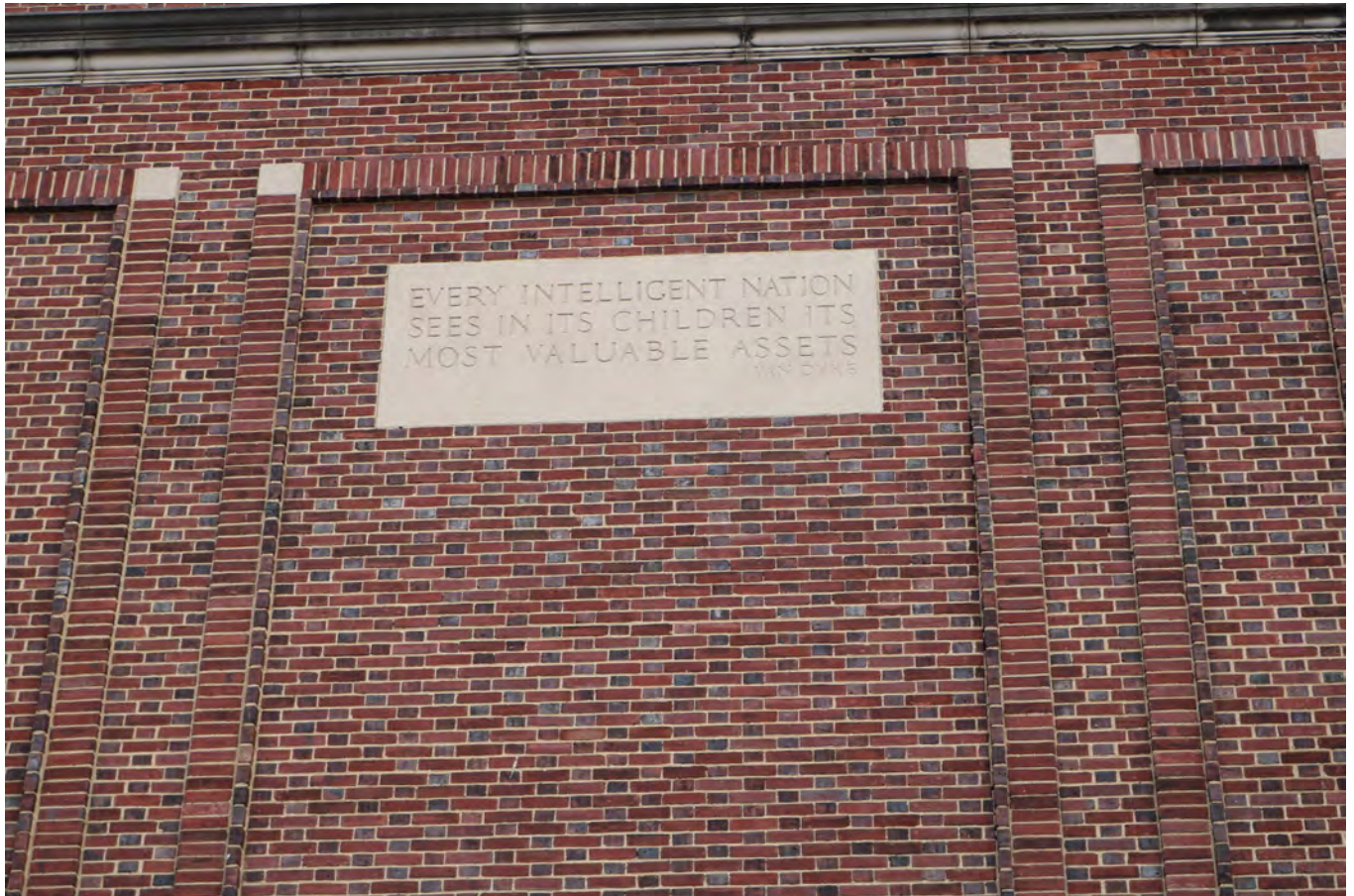
Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 14



Maple Avenue School, Newark, Essex County

Photo 14

**United States Department of the Interior
National Park Service**

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 15



Maple Avenue School, Newark, Essex County

Photo 15

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

Section number Photos Page 16

N/A

Name of multiple listing (if applicable)



Maple Avenue School, Newark, Essex County

Photo 16

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 17



Maple Avenue School, Newark, Essex County

Photo 17

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 18



Maple Avenue School, Newark, Essex County

Photo 18

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 19



Maple Avenue School, Newark, Essex County

Photo 19

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 20



Maple Avenue School, Newark, Essex County

Photo 20

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

Section number Photos Page 21

N/A

Name of multiple listing (if applicable)



Maple Avenue School, Newark, Essex County

Photo 21

**United States Department of the Interior
National Park Service**

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 22



Maple Avenue School, Newark, Essex County

Photo 22

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

Section number Photos Page 23

N/A

Name of multiple listing (if applicable)



Maple Avenue School, Newark, Essex County

Photo 23

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 24



Maple Avenue School, Newark, Essex County

Photo 24

**United States Department of the Interior
National Park Service**

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 25



Maple Avenue School, Newark, Essex County

Photo 25

United States Department of the Interior
National Park Service

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 26



Maple Avenue School, Newark, Essex County

Photo 26

**United States Department of the Interior
National Park Service**

National Register of Historic Places

Continuation Sheet

Maple Avenue School

Name of Property

Essex County, NJ

County and State

N/A

Name of multiple listing (if applicable)

Section number Photos Page 27



Maple Avenue School, Newark, Essex County

Photo 27









WE BUY
HOUSES
& CASH
OFFERS





THE BRICK BUILDING
WAS DONATED BY
THE BRICK BUILDING
AND
THE BRICK BUILDING









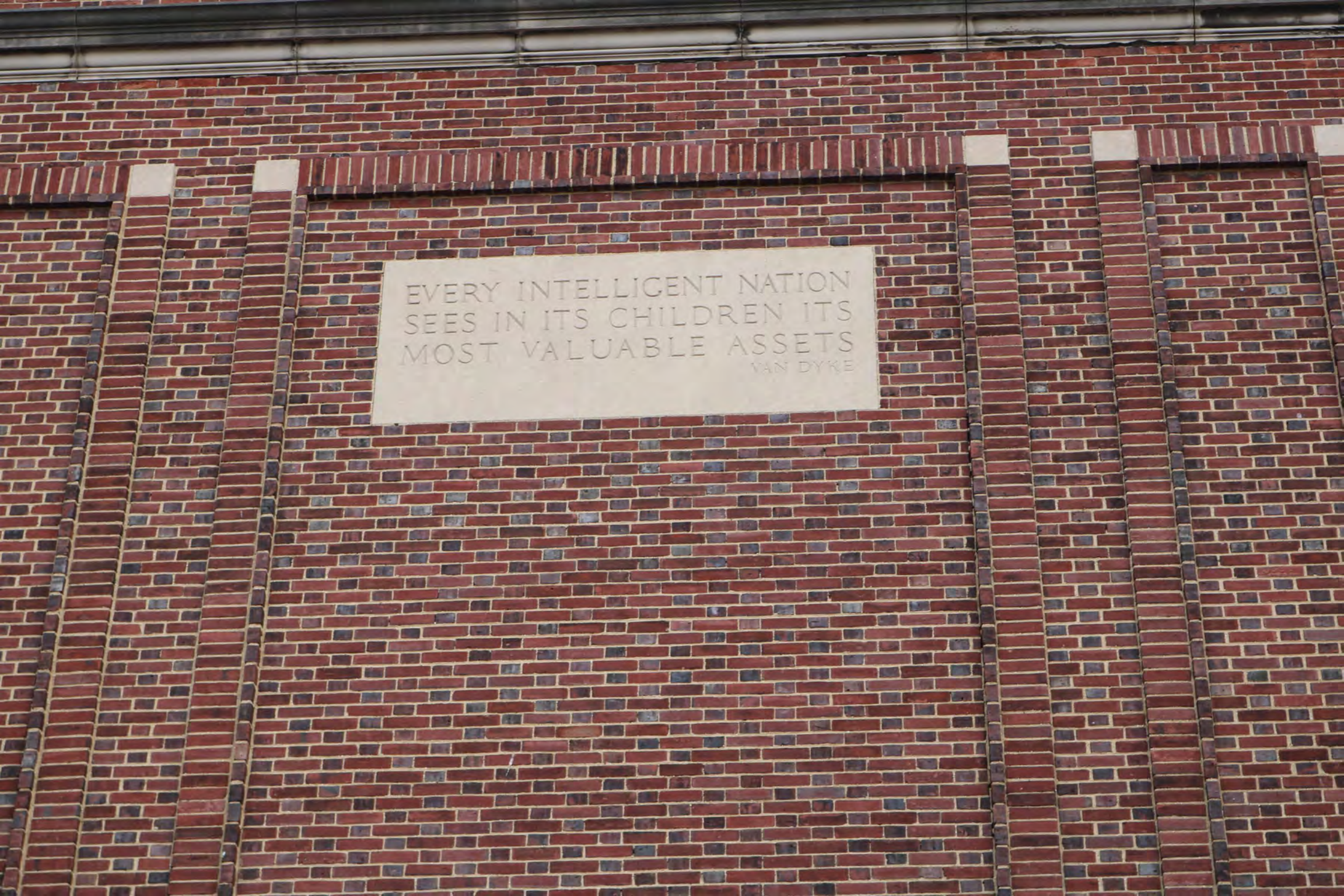




MAPLE AVENUE SCHOOL



A WILLING REFERENCE FOR THE LAW
SCHOOL OF SCHOOLS LET
AND THE POLITICAL
AND THE POLITICAL

A photograph of a red brick wall. In the center, there is a rectangular stone plaque with an inscription. The wall is made of red bricks with dark mortar. There are vertical lines of bricks on either side of the plaque, and a horizontal line above it. The plaque is light-colored and has the text "EVERY INTELLIGENT NATION SEES IN ITS CHILDREN ITS MOST VALUABLE ASSETS" in capital letters. Below this, in smaller letters, is "VAN DYKE".

EVERY INTELLIGENT NATION
SEES IN ITS CHILDREN ITS
MOST VALUABLE ASSETS
VAN DYKE







fairness

Carry

Cherry

Ying 06.3x
mubai-qin MB
Ying 06.3x
mubai-qin MB
Ying 06.3x
mubai-qin MB

Ying 06.3x
mubai-qin MB
Ying 06.3x
mubai-qin MB
Ying 06.3x
mubai-qin MB





















UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Nomination

Property Name: Maple Avenue School

Multiple Name:

State & County: NEW JERSEY, Essex

Date Received: 12/23/2019 Date of Pending List: 1/14/2020 Date of 16th Day: 1/29/2020 Date of 45th Day: 2/6/2020 Date of Weekly List:

Reference number: SG100004957

Nominator: SHPO

Reason For Review:

☒ Accept ☐ Return ☐ Reject 2/6/2020 Date

Abstract/Summary Comments: AOS: architecture; POS: 1925-1927; LOS: local. School is an example of Platoon Plan design.

Recommendation/ Criteria NR Criterion C.

Reviewer Lisa Deline

Discipline Historian

Telephone (202)354-2239

Date 2/6/20

DOCUMENTATION: see attached comments : No see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



State of New Jersey

DEPARTMENT OF ENVIRONMENTAL PROTECTION

NATURAL & HISTORIC RESOURCES

OFFICE OF THE ASSISTANT COMMISSIONER

MAIL CODE 501-03A

P.O. BOX 420

TRENTON, NJ 08625-0420

TEL: # 609-292-3541 FAX: # 609-984-0836

PHILIP D. MURPHY

Governor

SHEILA Y. OLIVER

Lt. Governor

CATHERINE R. McCABE

Commissioner

December 20, 2019

Ms. Joy Beasley
Keeper, National Register of Historic Places
National Park Service
Department of the Interior
MS 7228
Washington, D.C. 20240

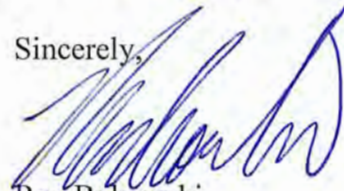
Dear Ms. Beasley:

The enclosed disk contains the true and correct copy of the nomination for the Maple Avenue School, located in the City of Newark, Essex County, New Jersey.

This nomination has received unanimous approval from the New Jersey State Review Board for Historic Sites. All procedures were followed in accordance with regulations published in the Federal Register.

Should you want any further information concerning this application, please feel free to contact Katherine J. Marcopul, Administrator, New Jersey Historic Preservation Office, Mail Code 501-04B, P.O. Box 420, Trenton, New Jersey 08625-0420, or call her at (609) 984-5816.

Sincerely,


Ray Bukowski
Deputy State Historic
Preservation Officer